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ABSTRACT

This vocational program guide is intended to assist the organization, operation, and evaluation of a program in home and family management in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of homemakers and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); program implementation (student learning guide and student organization participation); professional considerations (teacher certification, professional organizations, and organizations providing support services); and instructional resources (sources of print and audiovisual materials and software, state-adopted instructional materials for the years 1988 through 1994, and teacher-recommended materials). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a home and family management program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the home and family management skills and work environment readiness skills covered in the program. (MN)

ED358354

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

HOME AND FAMILY MANAGEMENT

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

HOME AND FAMILY MANAGEMENT

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Home and Family Management* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education in Home Economics in school districts, area vocational-technical centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)* **which should be considered as an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program component description

This *Florida Vocational Program Guide for Home and Family Management* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure equivalency. Home and Family Management programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Home and Family Management program is based on the development of skills required for the occupation of homemaker. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Home and Family Management program includes both classroom and practical learning experiences that provide students with knowledge and skills necessary for successful homemaking. This program provides students with an initial exposure to the skills and attitudes associated with careers in related home economics occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Title and Description

Job Title: Homemaker (309.354-010)

Description: A homemaker establishes and maintains a satisfying home and family life, making decisions regarding human and nonhuman resources, family economics, and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the *Vocational Education Program Course Standards* as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Home and Family Management courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check with your district's home economics supervisor and the regional program specialist for a current version every year.

CURRICULUM FRAMEWORK

FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Home Economics

EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Home and Family Management

CODE NUMBER: Secondary 8500610 Postsecondary HEV0320

Florida CIP 0920.010100

SECONDARY SCHOOL CREDITS 1 COLLEGE CREDITS __ POSTSECONDARY ADULT VOCATIONAL CREDITS X

APPLICABLE LEVEL(S): __7-9 ___9-12 __Postsecondary Adult Vocational

___ Postsecondary Vocational X Other 10-12, 30, 31

CERTIFICATION COVERAGE:

10-12	30, 31
VOC HME EC @4	GEN HME EC @2 @4
GEN HME EC @4	VOC HME EC @2 @4
HOME EC 1 2	HOMEMAKING @2 @7
	HOME EC OCC 7
	HOME EC 1 2

I. **Major Concepts/Content.** The purpose of this program is to prepare students for the occupation of homemaker (309.354-010). This program is based on the realization that many males and females have dual roles as homemakers and wage earners. It emphasizes the acquisition of knowledge and the development of attitudes, standards, values, and skills relevant to individual and family life. It can also provide supplemental training for persons with previous or current experience as homemakers.

The content includes, but is not limited to, the establishment and maintenance of a satisfying home and family life. The program covers decision making regarding human and nonhuman resources; social and economic influences on individual and family management; values, goals, and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

II. **Laboratory Activities.** Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices. Activities provide instruction in the use of equipment, including large and small kitchen equipment, laundry and cleaning equipment, sewing machines, personal computers, and software.

III. **Special Note.** Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional course.

The particular outcomes and student performance standards that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The typical length of this program for the average achieving student is 150 hours.

IV. **Intended Outcomes.** A Home and Family Management program must address the following intended outcomes:

01. Analyze the physical, emotional, intellectual, and social growth and development of family members.
02. Manage interpersonal relationships.
03. Plan for child care and parenting.
04. Manage human and material resources.
05. Provide for health, safety, and security.
06. Manage finances for the home and family.
07. Plan, prepare, serve, and/or provide nutritious foods.
08. Plan, provide, and care for clothing.
09. Organize, plan, and perform household tasks, including home maintenance and repairs.
10. Plan for housing and home furnishings.
11. Demonstrate leadership and organizational skills.
12. Demonstrate appropriate basic skills essential to working in Home and Family Management.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500610

PROGRAM TITLE: Home and Family Management POSTSECONDARY NUMBER: HEV0320

01.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL, AND SOCIAL GROWTH AND DEVELOPMENT OF FAMILY MEMBERS--The student will be able to:

- 01.01 Identify the levels of basic human needs as outlined by Maslow's Hierarchy and discuss how each level affects personal development.
- 01.02 Describe factors, including heredity and environment, that influence personality development.
- 01.03 State how a positive self-concept helps build good relationships with peers and parents, contributing to success at school and on the job.
- 01.04 Identify the components of a high self-esteem or a low self-esteem.
- 01.05 Analyze varying family structures and identify ways that families differ.
- 01.06 Describe family roles and responsibilities and discuss the importance of each family member's part in daily household duties.

02.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

- 02.01 Determine effective listening techniques.
- 02.02 Describe nonverbal and verbal communication and their implications.
- 02.03 Define *stress* and *stressor*.
- 02.04 Identify family resources in dealing with stress and crises.
- 02.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life.
- 02.06 Plan family leisure time activities that would be enriching for all family members.
- 02.07 Compile a list of community support systems and organizations that help individuals and families.
- 02.08 Use problem-solving techniques to handle family situations.

03.0 PLAN FOR CHILD CARE AND PARENTING--The student will be able to:

- 03.01 Investigate the responsibilities of parenting and child care.
- 03.02 Define *bonding* and its impact on the development of the child.
- 03.03 Define *role model* and describe how a role model may contribute to the development of a child.
- 03.04 Outline the physical and motor development of children from birth to age five years.
- 03.05 Investigate activities that will stimulate intellectual development in a child at a given age.
- 03.06 Evaluate toys for safety and appropriateness.
- 03.07 Describe ways parents can develop an open relationship with children.
- 03.08 Develop a list of sources for information about prenatal care, child development and care, and childcare services.

04.0 MANAGE HUMAN AND MATERIAL RESOURCES--The student will be able to:

04.01 Outline the steps involved in the decision-making process.
04.02 Identify a goal statement and set short-term and long-term goals.
04.03 Describe how values, goals, and standards are interrelated.
04.04 Explain principles of management as they relate to human and material resources.

05.0 PROVIDE FOR HEALTH, SAFETY, AND SECURITY--The student will be able to:

05.01 Develop a list of home safety rules.
05.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters.
05.03 Develop a list of community emergency services and first-aid supplies for family use.
05.04 Develop a list of basic first-aid supplies used for minor household emergencies.

06.0 MANAGE FINANCES FOR THE HOME AND FAMILY--The student will be able to:

06.01 Discuss economic indicators and their impact on individual and family spending.
06.02 Identify money-saving techniques and ways to increase income.
06.03 Compare and contrast cost differences in cash versus credit purchases.
06.04 Describe the steps in establishing checking and savings accounts.
06.05 Plan a family budget.
06.06 Develop guidelines for a family possession inventory for insurance purposes.
06.07 Describe various insurance needs for individuals and families.
06.08 Develop a record-keeping system for tax purposes.
06.09 Use the telephone appropriately for personal and business calls.
06.10 Use appropriate paragraph structure, correct spelling, and standard letter form for consumer inquiries.

07.0 PLAN, PREPARE, SERVE, AND/OR PROVIDE NUTRITIOUS FOODS--The student will be able to:

07.01 Plan and prepare nutritionally balanced menus.
07.02 Describe comparison-shopping techniques.
07.03 Explain how food preferences and special dietary needs affect family food choices.
07.04 Plan menus using convenience foods.
07.05 Develop a "food-shelf" plan for meeting emergency disaster needs of the family.
07.06 Demonstrate table settings for a variety of eating occasions.
07.07 Identify nutritionally balanced meals from fast-food restaurant and family-service restaurant sample menus.
07.08 Identify rules of etiquette for serving and eating.

08.0 PLAN, PROVIDE, AND CARE FOR CLOTHING--The student will be able to:

- 08.01 Use the principles of wardrobe planning to provide for individual and family clothing needs.
- 08.02 Operate and care for a sewing machine.
- 08.03 Make simple garment repairs.
- 08.04 Use a basic commercial pattern to construct a garment.
- 08.05 Use the fabric-care instructions found on garments.
- 08.06 Identify maintenance skills in caring for a personal wardrobe.

09.0 ORGANIZE, PLAN, AND PERFORM HOUSEHOLD TASKS, INCLUDING HOME MAINTENANCE AND REPAIRS--The student will be able to:

- 09.01 Select and use cleaning supplies and materials for basic interior/exterior housecleaning and maintenance.
- 09.02 Develop a cleaning schedule that incorporates timesaving methods for cleaning the home.
- 09.03 Identify professional cleaning services.
- 09.04 Develop a plan for storing cleaning supplies.
- 09.05 Use the washer and dryer in caring for household fabrics.
- 09.06 Use sanitary and recycling procedures for the disposal of trash and garbage.
- 09.07 Develop a "do-it-yourself" file for home maintenance and repairs.
- 09.08 Develop a filing system for home-care and maintenance records.

10.0 PLAN FOR HOUSING AND HOME FURNISHINGS--The student will be able to:

- 10.01 Identify housing costs.
- 10.02 Identify types of housing and family-housing requirements.
- 10.03 Identify and interpret insurance and legal responsibilities in providing housing.
- 10.04 Estimate utility costs for a family and explain factors that affect utility costs for families.
- 10.05 Identify energy-saving techniques.
- 10.06 Develop guidelines for selecting and acquiring household furnishings.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

- 11.01 Identify vocational youth organizations related to family life.
- 11.02 Identify purposes, functions, and activities of vocational youth organizations.
- 11.03 Identify roles and responsibilities of members.
- 11.04 Work cooperatively as a group member to achieve organizational goals.
- 11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
- 11.06 Demonstrate commitment to achieve organizational goals.
- 11.07 Develop a personal-growth project.
- 11.08 Investigate competitive events for vocational youth organizations.

12.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME AND FAMILY MANAGEMENT--The student will be able to:

12.01 Identify the mathematical knowledge, skills, and attitudes needed to perform the occupational tasks.
12.02 Identify the communicational knowledge, skills, and attitudes needed to perform the occupational tasks.
12.03 Identify the scientific skills, knowledge, and attitudes needed to perform the occupational tasks.
12.04 Demonstrate mathematics competencies needed to perform the occupational tasks.
12.05 Demonstrate communication competencies needed to perform the occupational tasks.
12.06 Demonstrate science competencies needed to perform the occupational tasks.

FACILITIES

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for Home and Family Management new instructional programs. The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Home and Family Management programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 20 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Laboratory	61	63	66	1220	1260	1320
Grooming				45	50	55
Material storage				70	75	80
Kitchen				120	125	130
Laundry				45	50	55
Required Program Space				1595	1660	1745

Classroom/laboratory areas should be designed to accommodate 20 workstations and equipment. For further information on spaces, refer to **S.B.E. 6A-2**.

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive.

computer(s)
county directory of agencies
county emergency telephone numbers
equipped kitchen units
laundry equipment
local grocery store advertisements
mirrors
newspaper real estate section, free real estate brochures, and free apartment guides
newspaper toy company advertisements
newspapers, business magazines
pattern books
sample personal property inventory

sewing machines
storage or tote trays
telephone book, index cards
travel brochures, airline guides, bus and train schedules, tour books
wallpaper and carpet samples
wardrobe check sheet, small sewing kit, hangtags, stain removal chart

Safety

Although no specific safety regulations have been mandated for Home and Family Management programs, it is suggested that strict adherence to the general standards contained in *Educational Facilities: Public Schools & Community Colleges Rules* of the Florida State Board of Education (Administrative Code), Ch. 6A-2 be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan). In addition, safety rules for using sewing machines, kitchen equipment, and electrical appliances should be taught.

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Home and Family Management program is Future Homemakers of America/Home Economics Related Occupations for secondary students. This organization is cocurricular and is considered an integral part of the instructional program.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Listed below are the certification coverages included in the current Course Code Directory for Home and Family Management:

HOME EC 1 2
GEN HME EC @2 @4
VOC HME EC @4
HOME EC OCC 7
GEN HME EC @4
VOC HME EC @2 @4
HOMEMAKING @2 @7

Professional Organizations

American Home Economics Association
Florida Home Economics Association
American Vocational Association
Florida Vocational Association
Association for Vocational Education
Home Economics Education Association
Florida Vocational Home Economics Association
National Council on Family Relations
Florida Council on Family Relations
Florida Association for Children Under Six

NOTE: There are many other organizations for those with special interests within home economics, such as clothing and textiles, food and nutrition, child care, consumer economics, and family management. Check with your district supervisor for details.

Organizations Providing Support Services

American Red Cross
American Lung Association
American Heart Association
American Cancer Society
American Dietetic Association
Planned Parenthood
March of Dimes
Children's Home Society
Consumers Union
Students Against Drunk Driving (SADD)
Mothers Against Drunk Driving (MADD)
United Way

State and local agencies:
- Sheriff's Department
- City Police Department
- Florida Department of Health and Rehabilitative Services (HRS)

Florida Highway Patrol
local mental Health association
local ministerial association
local medical association
local nursing association
local hospital
Cooperative Extension Service

INSTRUCTIONAL RESOURCES

Listed on the following pages are sample material sources that are available for Home and Family Management. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you become familiar with materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
Academic Software 1415 Queen Anne Road Teaneck, NJ 07666 (201) 837-8174	--	--	X
American Guidance Service Publishers' Building Circle Pines, MN 55014-1796 (800) 328-2560	X	X	--
American Home Economics Association 1555 King Street Alexandria, VA 22314 (800) 424-8080	X	--	--
American Vocational Association 2020 N. 14th Street Arlington, VA 22201	X	--	--
Baker and Taylor Mt. Olive Road Commerce, GA 30599-9988 (404) 335-5000	X	--	--
Bennett & McKnight 809 W. Detweiller Dr. Peoria, IL 61615 (309) 691-4454	X	--	--
Bergwall Productions P.O. Box 238 Garden City, NY 11530-0238 (800) 645-3565	--	X	--
Bobbs-Merrill Company Division of MacMillan 866 Third Avenue New York, NY 10022 (800) 257-5755	--	X	--

	Print	Audiovisual	Software
Bulletin Office Cooperative Extension 3001 McCarthy Hall University of Florida Gainesville, FL 32611	X	--	--
D. C. Jaeger Corporation 135 N. Knowles Avenue Winter Park, FL 32789 (800) 432-2022	--	--	X
Educational Resources Films University of South Florida Tampa, FL 33620 (813) 974-2874	--	X	--
EMC Publishing 300 York Avenue St. Paul, MN 55101 (800) 328-1452	--	--	--
Florida Department of Education Division of Vocational, Adult, and Community Education Dissemination Unit 325 Gaines Street Tallahassee, FL 32399 (904) 487-0039	--	X	--
Florida Diagnostic and Learning Resources System 1940 N. Monroe, Suite 50 Tallahassee, FL 32303 (904) 487-2630	--	--	--
Food Production Management Prepublication Order Dept. 2619 Maryland Avenue Baltimore, MD 21218-4516	X	--	--
Franklin Clay Films P.O. Box LW-2303 Costa Mesa, CA 92628-2303 (714) 957-0414	--	X	--
Glencoe Publishing Company 809 Detweiller Drive Peoria, IL 61615 (800) 447-0682	--	X	X

	Print	Audiovisual	Software
Goodheart-Willcox Co., Inc. 123 West Taft Drive South Holland, IL 60473-2089 (800) 323-0440	X	--	--
Guidance Associates Communications Park, Box 3000 Mount Kisco, NY 10549-9989 (800) 431-1242	--	X	--
Hendershot Programmed Learning 4114 Ridgewood Bay City, MI 48706 (517) 684-3148	X	X	--
Home Economics Curriculum Center Texas Tech University Box 4067 Lubbock, TX 79409-4067 (806) 742-3028	X	--	--
Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570	--	--	X
Ingham Intermediate School District Capital Area Career Center 611 Hagadorn Road Mason, MI 48854 (517) 676-1051	X	--	--
Learning Arts P.O. Box 179 Wichita, KS 67201 (316) 682-6594	--	--	X
Learning Corporation of America Distributed by Coronet/MTI Film and Video 108 Wilmot Road Deerfield, IL 60015-0226 (800) 621-2131	--	X	--
Learning Seed 330 Telser Road Lake Zurick, IL 60047	--	X	X

	Print	Audiovisual	Software
Library Filmstrip Center 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	--
McGraw Hill Book Company 13955 Manchester Road Manchester, MO 63011 (314) 256-2316	X	--	X
Meridian Education Corporation Dept. H88, 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	X
Milliken Publishing 100 Research Boulevard St. Louis, MO 63132-0579 (800) 331-0008	--	X	--
Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110 (612) 770-3943	--	X	--
Modern Talking Picture Service 5000 Park Street St. Petersburg, FL 33709 (813) 541-7571	--	--	X
Morris Video 2730 Monterey Street, Suite 105 Torrance, CA 90503 (213) 533-4800	--	X	--
National Occupational Competency Testing Institute (NOCTI) 318 Johnson Hall Ferris State College Big Rapids, MI 49307 (616) 796-4695	--	X	--
Nationwide Computer Products P.O. Box 61 Morrisville, PA 19067 (800) 338-7283	--	--	X

	Print	Audiovisual	Software
NGG Associates/Ideal Systems P.O. Box 27517 Milwaukee, WI 53227 (414) 321-3103	--	--	X
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74074-4364 (800) 654-4502	X	X	X
Pleasantville Media Suite HW P.O. Box 415 Pleasantville, NY 10570	--	X	--
Prentice-Hall Press Division of Simon and Schuster 1118 Campbell Street Orlando, FL 32806	X	--	--
Proctor & Gamble P.O. Box 599 Cincinnati, OH 45201	X	--	--
Queue, Inc. 338 Commerce Drive Fairfield, CT 06430 (800) 232-2224	--	--	X
Regional Film Library Instructional Support Center Florida State University Tallahassee, FL 32306-1019 (904) 644-2820	--	X	--
Scholastic Inc. 730 Broadway New York, NY 10003 (212) 353-1094	X	X	--
State University Press Iowa State University 2121 South State Avenue Ames, IA 50010 (515) 292-0140	X	--	--

	Print	Audiovisual	Software
Sunburst Communications Department AW 39 Washington Avenue Pleasantville, NY 10570 (800) 431-1934	--	X	--
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (800) 543-1985	X	--	X
Teaching Aids P.O. Box 1798 Costa Mesa, CA 92628-0798 (714) 548-9321	--	X	X

State-Adopted Instructional Materials, 1988-94

Author	Title	Publisher	Date
Sasse, Hagy, and Kahn	*Life Skills*	Glencoe	1987
Thompson and Faiola-Priest	*Lifeplans*	South-Western	1987

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Date
Consumers' Union	*Consumer Reports* magazine	Consumers Union	monthly
Kelly and Eubanks	*Today's Teen*	Glencoe Publishing Company	1988
Proctor & Gamble	*The How to Clean Kit*	Proctor & Gamble	1986
Rieken and House	*Succeeding on Your Own*	Harcourt Brace Jovanovich	1988

Scholastic	*Choices* magazine	Scholastic	monthly
Thompson, Jax, and Kiser	*Resources for Living*	EMC Publishing	1987

AUDIOVISUAL MATERIALS

Title	Source	Format	Date
Consumer Reports Home Safe Home	Karl Lorimar Video	videotape	1986

SOFTWARE

Title	Source	Format	Date
The Grocery Game	Learning Seed	Apple	1986
Life Skill Reading Series	Queue, Inc.	Apple	1984
Microcookbook	Pinpoint	Apple	1989

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Home and Family Management programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (1-800-428-1194). FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Sample Student Learning Guide
for
Home and Family Management

SAMPLE STUDENT LEARNING GUIDE

PROGRAM: Home and Family Management

INTENDED OUTCOME:

06.0 Manage finances for the home and family.

STUDENT PERFORMANCE STANDARD:

06.05 The student will be able to plan a family budget.

INTRODUCTION:

What is a budget? How can you benefit from one? A budget is a financial plan that uses current and future income to assist you in achieving certain goals you have set for yourself and your family.

Developing a budget enables you to use your disposable income more effectively. It helps you to become more aware of the amount of money needed to meet monthly and future expenses and how to set priorities.

Budgeting also helps you to identify ways to adjust your spending so money will be left over for a savings account. The budgeting process is a family affair. In order for your plan to be successful, you must have full cooperation from family members. If family members are a part of the decision-making process, they are more likely to make compromises and adjustments to help make the budget a success.

No budget is the same for any two families or individuals. A budget is like a road map--it tells you in which direction you should be headed to meet your goals and objectives.

ACKNOWLEDGMENTS

The content used in this student learning guide is from Unit 3.1 of the Duval County Public Schools' Home Economics curriculum guide *Personal and Family Finance*. The guide was developed by Marie Trussell of Northside Skills Center under the direction of Joyce Miles, home economics supervisor. The information sheets, activities, and performance tests are taken from *Personal Finances,* a volume in the Employability Skills Series, published by the State of Florida.

The format used in this student learning guide was developed at Ridge Vocational Technical Center, in Winter Haven, Florida, a state demonstration site for competency-based vocational education.

PERFORMANCE OBJECTIVE:

After reading and studying written material and completing study guides, the student will be able to revise a monthly budget plan that results in the following:

1. The amount of savings is increased $30.
2. The total amount changed in the budget is $30.
3. Budget cuts are made from at least two types of budget items.
4. The budget balances at end of the month.

NOTE: The new budget assumes no increase in income is possible.

ENABLING OBJECTIVE:

1. The student will understand the purposes of a budget.
2. The student will understand the steps in developing a budget.

PROCEDURE

LEARNING ACTIVITIES	RESOURCES
1. Read the information sheets, "Keeping a Budget."	"Keeping a Budget" information sheets
2. Do the activity "Your Budget."	"Your Budget" activity sheet and answer key
3. Read the information sheets, "Developing a Budget."	"Developing a Budget" information sheets
4. Do the activity "Budget."	"Budget" activity sheet and answer key
5. Take the Performance Test.	Performance test and answer key

Keeping a Budget

One way to avoid using credit is to plan your spending carefully. When you receive your paycheck you may find that as much as one-fourth of your salary has been withheld in deductions. How will you spend what's left? Will you save some of it? How much? Your budget answers these questions.

A budget is a plan for spending money. Keeping a record of your expenses helps you get the most out of your paycheck. Your budget will help you decide whether you can afford to buy something. This story about Jerry's money problems shows the need for a budget.

Jerry works on the docks and earns $460 every two weeks. His deductions total $81, so he takes home $379. But he never seems to have any money. Jerry pays his bills when they come in, and when he has money he buys what he likes. His money never lasts long, though. The day before payday, Jerry usually has to borrow money to buy gas or groceries. If his car breaks down he doesn't have enough money to have it repaired. Jerry needs to plan his spending wisely so he doesn't run out of money.

If Jerry had a budget and stayed with it, he would have enough money to cover his regular bills and the unexpected ones.

A budget will do five things for you.

- **A budget will tell you where your money is going.** Have you ever run out of money and wondered what happened to all of it? Your budget will show you exactly where and how you spend your money. You may want to change your spending habits when you see the kinds of things you spend your money on.

- **A budget will help you plan how to live on your pay.** A budget shows you what your regular bills are (such as food, rent, and car payments) and lets you know how much money you have left over after you pay them. In this way, a budget tells you what you can afford to buy. It will also tell you when you can afford a large purchase and when you must wait.

- **A budget will give you records to use in filling out your tax forms.** As you advance in your job, your finances will become more complicated. In time, they may be *so* complicated that

you will need written records in order to file your yearly income tax return. Also, the federal government may question whether your tax form is correct and may want to see written records of many of your expenses. This is called an *audit*. Since the government may audit your tax return years after you have filed it, it's a good idea to keep your budget records in a safe place for at least six years. Don't throw them away!

• **A budget will help you save money for unexpected expenses.** By deciding ahead of time how you will spend your money, you can plan to put some aside for emergencies and special opportunities. You must save to be prepared for an unexpected doctor bill or to take advantage of a special sale on clothes or records.

• **A budget will help you plan for large purchases without borrowing.** If you want to make a large purchase, such as a TV, or a down payment on a car, you will probably need more money than you earn each week. That means that either you must save your money or borrow some. If you borrow money, you must pay a borrowing cost, called *interest*. Paying interest means that the item you buy will cost you more. But if you use your own money, there is no interest. Your budget will help you save money toward the purchase of expensive items. A budget will also help you set aside money for long-range goals such as getting more education or buying a home.

Activity:

Your Budget

The people in these stories are having money problems. In what way would a budget help each person? Choose a reason from the list at the left and write it in the blank provided.

- To tell you where your money is going
- To help you plan how to live on your pay
- To give you records to use in filling out your tax forms
- To help you save money for unexpected expenses
- To help you plan for large purchases without borrowing

1 Roberto just sat down to complete his federal income tax form. After looking over his W-2 form and the statement of interest from his savings account, he finds that he still doesn't have enough information to complete his tax return.

_____

2 When Louise turned on her TV last night there was no sound, only a picture. She took her set to the shop and was told that it would cost $45 to fix it. Louise doesn't have any money saved, so she'll have to wait until next payday to get her TV back.

_____

3 Richard bought a hamburger, milk shake, and french fries at the cafeteria. When he opened his wallet to pay the bill, he saw that he had $7. But he had $26 the week before. Where had the money gone? What had he bought? Richard was very upset. He knew that he had spent the money, but he couldn't remember where or how.

_____

4 Linda drives a taxi cab. Instead of getting a paycheck every two weeks, she gets some money every day. She always has a little money in her purse, but never enough to make a large purchase. She does not have enough for a watch, so she must borrow money to buy one. That means that Linda has to pay some interest along with the money she borrows.

_____

5 After graduating from high school, Jason took a job as a motorcycle mechanic. He moved into an apartment and began to live on his own. He bought an old car, a TV, and a stereo. But when his electric bill came, he didn't have the money to pay it. When his refrigerator was empty, he couldn't afford to buy groceries.

_____

Check your answers on the next page.

Check your answers with those below.

1. To give you records to use in filling out your tax forms
2. To help you save money for unexpected expenses
3. To tell you where your money is going
4. To help you plan for large purchases without borrowing
5. To help you plan how to live on your pay

Developing a Budget

You have just learned a number of good reasons for keeping a budget. Now you will learn how to use a budget to control your spending.

A budget is a written plan you use to keep track of your money. It lets you decide exactly how to spend your money. A budget tells you:

- how *much* money comes in and how *much* money goes out
- *where* the money comes from and *where* it all goes.

There are three basic steps in developing a budget. First, find out how you are spending your money right now. Make a list of how much money you get and where all of it is spent. Second, look at your list and decide what you want to change. Decide where you want to spend less money, and where you want to put more. Third, make a budget that will lead you to the goals you want to reach. Would you like to save more? Is there an expensive item you want or need to buy? Plan how you will spend your money so that you get the most value from it. The steps are simple.

1. Find out where you spend your money now.
2. Decide where you want to spend your money in the future.
3. Plan a budget that will give you the most for your money.

Once you decide to make a budget, you need to decide how much time it will cover. Do you want a weekly budget or a monthly budget? Most companies and stores send out their bills once a month. Therefore, most people find a monthly budget most useful. Be sure to fit everything into your monthly budget. If you are paid $170 each week, your monthly pay is about 4 weeks × $170, or $680. If you are paid $330 every two weeks, then you are paid about 2 × $330, or $660, per month.

If you are paid each week, you may want to use a weekly budget. In this case you will have to divide your monthly bills by four to know how much you'll need to put aside each week. If you have large expenses that come once a year, such as insurance, you may want to divide the total by 12 and put that amount in savings each month. Then you'll have the money in savings when you need it.

Norman Shelton has a problem. His friend Roger is driving a van out West in August. Norman wants to go with him, but he can't afford it unless he can somehow manage to save about $100. But how will he get the money? He never has any money left by the time payday comes around. So Norman decides to make a budget with the goal of saving $100 over the next two months. He follows the three basic steps in developing a budget.

1. Norman finds out where he is spending his money now. Norman's first task is to write down his current money habits by keeping a record of how much money he spends and where he spends it. The best way to keep a record like this is to use a budget worksheet. The worksheet lists a dozen or so broad headings that usual expenses come under.

Look at the budget worksheet on the next page. Notice that Norman has written down the source of his income and what each of his expenses is in the column marked "Item." The amount of each item is written in the "Present Spending" column.

Norma's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	part-time job	$340.00		
	Allowance				
	Other				
		Total Income:	$340.00		

Expenses		Present Spending	Change in Spending	Future Spending
Food	lunch and snacks	$ 51.00		
Housing				
Transportation	car payment and gas	93.50		
Insurance	car insurance	59.50		
Medical & Dental				
Clothing				
Savings	Christmas Club	40.00		
Recreation	records, movies	76.00		
Personal				
Other	dog food	20.00		

Total Income = Total Expenses	Total Expenses
$340.00 = $340.00	$340.00

Norman has put his expenses under the general headings listed on the budget worksheet. Here are some examples of the expenses that can be listed under these headings.

Food (groceries, snacks, eating out)

Housing (rent, mortgage, furniture, phone bill, electric bill, plumbing bill, repairs, garden supplies, property taxes, lawn mowing)

Transportation (bus fare, car payments, tune-ups, gas, bicycle)

Insurance (auto, home, life, health)

Medical and Dental (hospital, doctor, dentist, medicine, eyeglasses)

Clothing (sportswear, uniforms, safety gloves or hats, shoes, laundry, dry cleaning)

Savings (Christmas Club, payroll savings plan, savings account, emergency fund, credit union, vacation club)

Recreation (entertainment, books, sports equipment, records, bowling, stamp collection)

Personal (haircuts, makeup, jewelry, wristwatch)

Other (tuition, pets, gifts, postage stamps, Christmas cards)

Now that Norman sees where all his money is going, he must decide where he wants his money to go from now on.

2. Norman decides where he wants to spend his money in the future.

In order to save $100 in the next two months, Norman will have to save $50 a month. That is his goal. To save that extra money, he'll have to either get more income or cut down on his expenses. Since Norman is already very busy going to school and working part-time, he decides to cut his expenses. He will have to spend less money on some items. The question is, which ones?

There are two types of expenses in every budget: necessities and luxuries. Necessities are those things that you feel you must have. Necessities include things like food, medicine, a place to live, transportation to and from work, and taxes. Luxuries, on the other hand, are things that you want, but feel you can live without. Although food is a necessity, some kinds of food (like snacks, filet mignon, and imported cheese) would be considered luxuries by many people. On the same note, a fancy sports car will get you to work, but an economy

car will get you there cheaper. One person may think of air conditioning as a necessity, whereas another person may consider it a real luxury. Each person must decide which things s(he) can do without.

Norman must cut back on his luxuries because his necessities are too important to cut back on. He decides that the trip out West is worth fewer movies, snacks, and records for two months. The money he saves on luxuries will go into savings for his trip.

3. Norman plans a budget that will give him the most for his money.

Norman went back to his budget worksheet to decide where the $50 would come from. His $51 for lunch and snacks includes $8 for snacks. Norman doesn't need snacks, so he decides to give them up. That gives him an extra $8. Norman also thinks that he spends too much on movies and records. From now on he will spend only $34 on them each month. This gives him another $42 for savings ($76 – $34 = $42). The $8 from snacks and $42 from movies and records gives Norman the $50 he wants to save for his trip. His new budget is shown on the worksheet on the next page.

Norma's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	part-time job	$340.00	-0-	$340.00
	Allowance				
	Other				
		Total Income:	$340.00		$340.00

Expenses		Present Spending	Change in Spending	Future Spending
Food	lunch and snacks (without snacks)	$51.00	-8.00	$43.00
Housing				
Transportation	car payment and gas	93.50	-0-	93.50
Insurance	car insurance	59.50	-0-	59.50
Medical & Dental				
Clothing				
Savings	Christmas Club (savings for trip)	40.00	+50.00	90.00
Recreation	records, movies	76.00	-42.00	34.00
Personal				
Other	dog food	20.00	-0-	20.00

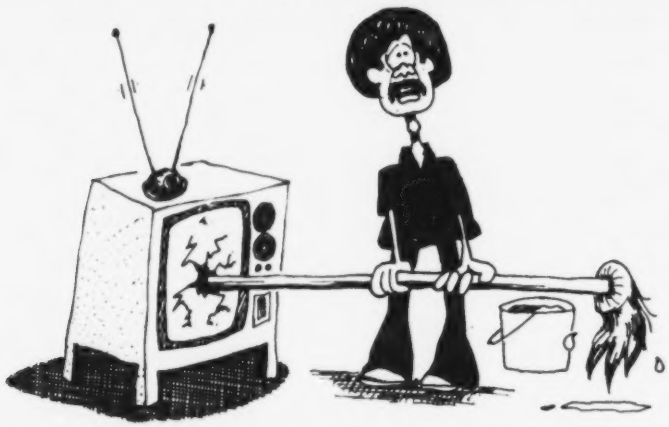
Total Income = Total Expenses
$340.00 = $340.00

Total Expenses:
$340.00 $340.00

Norman now has a budget that lets him meet his goal of saving $100. No two budgets will look alike, however. Each person must decide where s(he) wants to spend money. Only you can determine your financial goals. You cannot have everything you want, so you must decide what you can afford and what things you can do without.

Base your budget on your take-home pay or regular allowance. You may receive money for Christmas or your birthday, but you can't count on it every pay period.

Just as you get extra money every once in a while, you also have extra expenses at times. You must allow for these extra expenses by having some money in savings. That way you will have the money to buy your auto license or a new jacket.



You can't spend more than you have; so be sure that your total expenses are not larger than your total income. If they are, you must increase your income or decrease your expenses. This is called *balancing your budget.* The last line of the budget worksheet allows you to see if your budget balances by making sure that your total income equals total expenses.

How Much Do Other People Spend?

If you've been keeping your own budget, you know how much you spend for various items. But how do you compare with other people? There is no average budget or average family, but figures show that a typical family spends its income after taxes this way.

Item	Percent of Income Spent
Food	22.3%
Housing	14.5%
Transportation	13.6%
Utilities, home repairs and improvements	14.4%
Clothing	10.1%
Medical and dental	7.7%
Recreation	6.5%
Personal	1.5%
Other	9.4%

Activity:

Budget

1 Try to match the budget items on the right with the budget headings they go under. Write the correct letters in the blanks. Make sure that you use each letter.

Budget Headings	Budget Items
___ Housing	a. football tickets
___ Recreation	b. driver license
___ Transportation	c. lawn fertilizer
	d. movies
	e. property taxes
	f. club dues
	g. motor oil
	h. furniture

2 Rhoda's goal is to save an extra $40 a month. Complete the budget worksheet on the next page for her. You must:

- Decide where cuts can be made.
- Show the cuts in the change column. (Try to spread the cuts over several luxury items instead of taking everything from one or two items.)
- Add the $40 to savings.
- Balance Rhoda's new budget.

Rhoda's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	job	$892.00		
	Allowance				
	Other				
		Total Income:	$892.00		

Expenses		Present Spending	Change in Spending	Future Spending
Food	groceries and restaurants	$ 127.00		
Housing	rent, utilities, and phone	256.00		
Transportation	car payment, gas, and tune-ups	107.00		
Insurance	car, life, and health insurance	64.00		
Medical & Dental	prescriptions	10.00		
Clothing	clothes, shoes, dry cleaning	63.00		
Savings	regular savings	85.00		
Recreation	movies, scuba gear and lessons, auto shows	85.00		
Personal	visits to hairdresser, dance class, makeup	53.00		
Other	magazines and newspaper, gifts	42.00		

Total Income = Total Expenses	Total Expenses:
$892.00 =	$892.00

Check your answers.

1. c,e,h — Housing
   a,d,f — Recreation
   b,g — Transportation

2. Ask your instructor to show you *one* way that Rhoda could have made a new budget to save $40 a month. Your budget may look different, as long as:

   - ✓ You made your cuts in at least two types of items.
   - ✓ The total amount changed was $40.
   - ✓ Rhoda's monthly savings increased $40.
   - ✓ Rhoda's new budget balances at $892 a month (both income and expenses).

Everyone you've read about in this booklet increases his/her savings by spending less money somewhere else. But you can also increase your savings by increasing your income, perhaps with a part-time job.

Name _____

Date _____

Performance Test

Objective 8

Chester wants a guitar. He hopes to save $60 a month so he can buy one. Complete Chester's worksheet for him. You must:

- ✓ Decide where cuts can be made.
- ✓ Show the cuts in the change column.
- ✓ Add the $60 to savings.
- ✓ Balance Chester's new budget.

After you have completed the budget worksheet, use the performance checklist below to be sure your work is complete and correct. Then show your worksheet to your instructor. S(he) will check your work using the checklist. All items must be checked for you to pass this objective.

PERFORMANCE CHECKLIST

- ☐ Budget cuts were made from at least two types of items
- ☐ The total amount changed is $60
- ☐ Savings increased $60
- ☐ Chester's budget balances at $880 per month (both income and expenses)

Chester's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	job	$880.00		
	Allowance				
	Other				
		Total Income:	$880.00		

Expenses		Present Spending	Change in Spending	Future Spending
Food	groceries, meals out	$135.00		
Housing	mortgage, utilities	230.00		
Transportation	car payment, gas	130.00		
Insurance	car, life, health, and homeowners insurance	55.00		
Medical & Dental	put money aside for future dental bills	35.00		
Clothing	laundry, dry cleaning	40.00		
Savings				
Recreation	dates, card games, motor boat rental	95.00		
Personal	gym	75.00		
Other	credit card bill, newspapers, gifts	85.00		
	Total Expenses:	$880.00		

_____ Budget Worksheet ☐ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay				
	Allowance				
	Other				
		Total Income:			

Expenses	Present Spending	Change in Spending	Future Spending
Food			
Housing			
Transportation			
Insurance			
Medical & Dental			
Clothing			
Savings			
Recreation			
Personal			
Other			

Total Income = Total Expenses	Total Expenses:
=	

Completed Budget

Chester's Budget Worksheet ☑ monthly ☐ weekly

Income	Type of Item	Item	Present Income	Change in Income	Future Income
	Pay	job	$415.00	-0-	$415.00
	Allowance				
	Other				
		Total Income:	$415.00		$415.00

Expenses		Present Spending	Change in Spending	Future Spending
Food	groceries, meals out	$65.00		$65.00
Housing	mortgage, utilities	110.00		110.00
Transportation	car payment, gas	60.00		60.00
Insurance	car, life, health, and homeowner's insurance	25.00		25.00
Medical & Dental	put money aside for future dentist bills	15.00		15.00
Clothing	laundry, dry cleaning	20.00		20.00
Savings		-0-	+30.00	30.00
Recreation	dates, card games, motor boat rental	45.00	-15.00	30.00
Personal	gym	35.00	-10.00	25.00
Other	credit card bill, newspapers, gifts	40.00	- 5.00	35.00
	Total Expenses:	$415.00		$415.00

Total Income = Total Expenses
$415.00 = $415.00

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/07/90/460 12345789/90 HE 322 BK 90

CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

HOME AND FAMILY MANAGEMENT

(0920.010100)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ Initials _____

School _____

_____

Date Started _____

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OVERVIEW

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the local education agency (LEA) and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

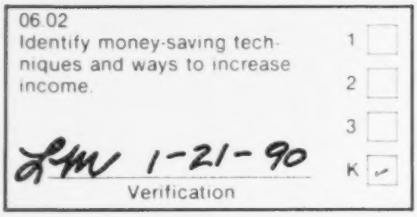
1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:

Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL, AND SOCIAL GROWTH AND DEVELOPMENT OF FAMILY MEMBERS.

01.01 Identify the levels of basic human needs as outlined by Maslow's Hierarchy and discuss how each level affects personal development. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Describe factors, including heredity and environment, that influence personality development. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 State how a positive self-concept helps build good relationships with peers and parents, contributing to success at school and on the job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Identify the components of a high self-esteem or a low self-esteem. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Analyze varying family structures and identify ways that families differ. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.06 Describe family roles and responsibilities and discuss the importance of each family member's part in daily household duties. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 MANAGE INTERPERSONAL RELATIONSHIPS.

02.01 Determine effective listening techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Describe nonverbal and verbal communication and their implications. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Define *stress* and *stressor*. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.04 Identify family resources in dealing with stress and crises. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.06 Plan family leisure-time activities that would be enriching for all family members. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.07 Compile a list of community support systems and organizations that help individuals and families. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.08 Use problem-solving techniques to handle family situations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

03.0 PLAN FOR CHILD CARE AND PARENTING.

03.01 Investigate the responsibilities of parenting and child care. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.02 Define *bonding* and its impact on the development of the child. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.03 Define *role model* and describe how a role model may contribute to the development of a child. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.04 Outline the physical and motor development of children from birth to age five years. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.05 Investigate activities that will stimulate intellectual development in a child at a given age. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.06 Evaluate toys for safety and appropriateness. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.07 Describe ways parents can develop an open relationship with children. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.08 Develop a list of sources for information about prenatal care, child development and care, and child-care services. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.0 MANAGE HUMAN AND MATERIAL RESOURCES.

04.01 Outline the steps involved in the decision-making process. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Identify a goal statement and set short-term and long-term goals. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Describe how values, goals, and standards are interrelated. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.04 Explain principles of management as they relate to human and material resources. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

05.0 PROVIDE FOR HEALTH, SAFETY, AND SECURITY.

05.01 Develop a list of home safety rules. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.03 Develop a list of community emergency services and first-aid supplies for family use. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.04 Develop a list of basic first-aid supplies used for minor household emergencies. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 MANAGE FINANCES FOR THE HOME AND FAMILY.

06.01 Discuss economic indicators and their impact on individual and family spending. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Identify money-saving techniques and ways to increase income. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Compare and contrast cost differences in cash versus credit purchases. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.04
Describe the steps in establishing checking and savings accounts.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.05
Plan a family budget.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.06
Develop guidelines for a family possession inventory for insurance purposes.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.07
Describe various insurance needs for individuals and families.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.08
Develop a record-keeping system for tax purposes.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.09
Use the telephone appropriately for personal and business calls.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.10
Use appropriate paragraph structure, correct spelling, and standard letter form for consumer inquiries.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.0 PLAN, PREPARE, SERVE, AND/OR PROVIDE NUTRITIOUS FOODS.

07.01
Plan and prepare nutritionally balanced menus.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.02
Describe comparison-shopping techniques.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.03
Explain how food preferences and special dietary needs affect family food choices.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.04
Plan menus using convenience foods.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.05
Develop a "food-shelf" plan for meeting emergency disaster needs of the family.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.06
Demonstrate table settings for a variety of eating occasions.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.07
Identify nutritionally balanced meals from fast-food restaurant and family service restaurant sample menus.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

07.08
Identify rules of etiquette for serving and eating.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 PLAN, PROVIDE, AND CARE FOR CLOTHING.

08.01 Use the principles of wardrobe planning to provide for individual and family clothing needs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Operate and care for a sewing machine. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 Make simple garment repairs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.04 Use a basic commercial pattern to construct a garment. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.05 Use the fabric-care instructions found on garments. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.06 Identify maintenance skills in caring for a personal wardrobe. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.0 ORGANIZE, PLAN, AND PERFORM HOUSEHOLD TASKS, INCLUDING HOME MAINTENANCE AND REPAIRS.

09.01 Select and use cleaning supplies and materials for basic interior/exterior house cleaning and maintenance. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.02 Develop a cleaning schedule that incorporates time-saving methods for cleaning the home. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.03 Identify professional cleaning services. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.04 Develop a plan for storing cleaning supplies. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.05 Use the washer and dryer in caring for household fabrics. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.06 Use sanitary and recycling procedures for the disposal of trash and garbage. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.07
Develop a "do-it-yourself" file for home maintenance and repairs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.08
Develop a filing system for home-care and maintenance records.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.0 PLAN FOR HOUSING AND HOME FURNISHINGS.

10.01
Identify housing costs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.02
Identify types of housing and family-housing requirements.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.03
Identify and interpret insurance and legal responsibilities in providing housing.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.04
Estimate utility costs for a family and explain factors that affect utility costs for families.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.05
Identify energy-saving techniques.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.06
Develop guidelines for selecting and acquiring household furnishings.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS.

11.01
Identify vocational youth organizations related to family life.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.02
Identify purposes, functions, and activities of vocational youth organizations.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.03
Identify roles and responsibilities of members.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.04
Work cooperatively as a group member to achieve organizational goals.
1 2 3 K
Verification

11.05
Demonstrate confidence in leadership roles and organizational responsibilities.
1 2 3 K
Verification

11.06
Demonstrate commitment to achieve organizational goals.
1 2 3 K
Verification

11.07
Develop a personal-growth project.
1 2 3 K
Verification

11.08
Investigate competitive events for vocational youth organizations.
1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

12.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME AND FAMILY MANAGEMENT.

12.01
Identify the mathematical knowledge, skills, and attitudes needed to perform the occupational tasks.
1 2 3 K
Verification

12.02
Identify the communicational knowledge, skills, and attitudes needed to perform the occupational tasks.
1 2 3 K
Verification

12.03
Identify the scientific skills, knowledge, and attitudes needed to perform the occupational tasks.
1 2 3 K
Verification

12.04
Demonstrate mathematics competencies needed to perform the occupational tasks.
1 2 3 K
Verification

12.05
Demonstrate communication competencies needed to perform the occupational tasks.
1 2 3 K
Verification

12.06
Demonstrate science competencies needed to perform the occupational tasks.
1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

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NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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